

Long Term Curriculum Plan Overview- History

Class 2 -A	Build an overview of World history. To communicate historically -What are we remembering on Remembrance Day? ELG P&P Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Babushka – Describe significant people from the past. Use words and phrases such as long time ago, years, decades.	Explorers To know about the life of a significant individual who has contributed to national and international achievements. Use online sources to find out about the past events ICT - information on Scott of Antarctica & Earnest, Shackleton	Rosa Parks To know about the life of a significant individual who has contributed to national & international achievements. (changes to racial attitudes) Recognise that there are reasons why people in the past acted as they did. ELG P&P Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify how some of the different ways the past has been represented – books, IT. What were seaside holidays like in the past? Monet link	History of submarines, boats - Use online sources to find out about the past events ICT – information.
Class 3 -A	Stone/Bronze/Iron Ages To know about changes in Britain from the Stone Age to the Iron Age, including late Neolithic hunter-gatherers (Skara Brae), Bronze Age religion, technology and travel (Stonehenge) and Iron Age forts.		Riotous Royalty (Twinkl unit) Monarchs William the Conqueror to present day		Greeks To know about Ancient Greece – a study of Greek life and achievements and their influence on the western world. To understand the legacy of Greek culture (art, architecture or literature) on later periods of British	

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					history, including the present day.	
Class 4-A	Britain at War - World War 2 Topic Focus on turning points in British history e.g. 'The Battle of Britain' and the effect of evacuation on communities and individuals. To use sources of evidence to deduce information about the past. To seek out and analyse a wide range of evidence in order to justify claims about the past. To show an awareness of the concept of propaganda. Identify periods of rapid change in history and contrast to times of relatively little change.			Crime & Punishment (Twinkl unit) Changes over time. or Inventions from 1066 onward. To use evidence to ask questions and find answers to questions about the past. To understand chronology. To identify periods of change. To make connections & draw contrasts. To look at the consequences of change. To create their own structured accounts including written analysis.	Invaders & Settlers- Anglo Saxons, Vikings, Settlements. To develop chronology: where do the Vikings fit in the timeline of British history? To devise historically valid questions about significance, similarity and difference. To understand change and consequence of invaders and settlers. To make connection and draw contrasts. To create their own structured accounts including written analyses. To Describe the characteristic features of the past, including ideas, belief, attitudes and experiences of men, women and children.	
Class 2 -B	Build an overview of the Worlds history	Neil Armstrong. To know about the life of a significant	Describe people from the past - People in their locality.	Events beyond living memory that are significant –	Events beyond living memory that are significant -	Linked to Art – Significant people of the past -

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	To communicate historically – Gunpowder Plot Remembrance Day Using language to describe past, when my parents were young - link to timeline -science	individual who has contributed to national and international achievements Describe Historical Events First man on the moon and the space shuttle ELG UtW P&P know some similarities and differences between things in the past and now, drawing on	History of the post/postman – linked to John Cunliffe ELG UtW P&P Talk about lives of people around them and their role in society.	History of travel and transport Compare people of the past Caxton and Tim Berners-Lee	Battle of Hastings. Describe significant people, William the Conqueror, King Harold. ELG UtW P&P Understand the past through settings, characters and events encountered in books read in class and storytelling.	Matisse, Vincent Van Gough sunflowers
Class 3 -B	Mayans To know about a non-European society that provides contrast with British History. To understand how our knowledge of the past is constructed from a range of sources. Describe the social, ethnic, cultural or religious diversity of a past society. Place events, artefacts and historical figures on a time line using dates		Rampaging Romans To develop an understanding of historical chronology and present continuity and change along a timeline. To raise questions about the past To find out about the history of our local area from evidence and artefacts and make deductions. To understand change and continuity over a period of time in Roman Britain. To describe and make links between main events,		Theme/aspect study The Railways. Development & impact over time & links to local study.	

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			situations and changes. To describe characteristic features of the past Roman Empire & impact on Britain To make connection and draw contrasts. To create their own structured accounts including written analyses. (Hadrian's Wall)			
Class 4 -B		Victorians Vicious or victorious? (Exploring the changing power of monarchs and Victorian era as a significant period of social and economic change) To develop an understanding of historical chronology and present continuity and change along a timeline. To raise questions about the past To find out about the Victorians from evidence and artefacts and make deductions		Ancient Egyptians & the River Nile History Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, religious and social history;		Local history study- Sedgwick, railways & canals. History To develop an understanding of historical chronology and represent continuity and change along a timeline. To raise questions about the past To find out about the history of our local area from evidence and artefacts and make deductions To understand change and continuity over a period of time in the area around our school.

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		To understand change and continuity over a period of time in Victorian Britain. To describe and make links between main events, situations and changes during Victoria's reign To understand that no single source of evidence gives the full answer to the questions about the past. Victorians- changing power of monarchs, impact of natural resources & trade To Describe the characteristic features of the past, including ideas, belief, attitudes and experiences of men, women and children. Victorians- impact of empire natural resources & trade		and between short- and long-term timescales. Understand historical concepts such as continuity and change, and significance, and use them to make connections and to create their own structured accounts.		To describe and make links between main events, situations and changes. To use fieldwork out and about in the area and with Kendal archives to find out about changes in the area. Look at the significance of the railways and growth of industry.
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